DOCUMENT RESUME

ED 038 743 EA 002 822

TITLE	Brainstorm; A Sub-Project Assessing Educational Needs as Perceived by School Staff: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 1.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	Apr 68
NOTE	56p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Adult Education, Curriculum, Disadvantaged Groups, Educational Facilities, *Educational Needs, *Educational Planning, Exceptional Children, Financial Needs, *Group Discussion, Parent School Relationship, Personnel Needs, School Role, Student Needs, *Urban Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

This report is one in a series of needs assessment publications that comprise the initial phase for PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District. Subprogram Brainstorm was conceived to provide an opportunity for all staff members of the Fresno City Schools to contribute directly to various phases of the project. The Brainstorm program was geared to identify areas in which current educational programs and services fail to meet perceived standards of quality or optimum education. A training session was held for 43 teachers recognized as effective group discussion leaders. Each then conducted a minimum of three Brainstorm sessions. A total of 166 sessions were organized through the district to reduce traveling to a minimum. Reports were forwarded immediately after each session. Data were classified under six major groups of needs: (1) personnel, (2) students--general, (3) students--specific groups, (4) management, (5) plant, and (6) relationships. A frequency distribution was arranged. No attempt was made to establish priorities among the stated needs. (DE)

Best Copy Available

ED038743

EA 002 822

PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

1. BRAINSTORM

A SUB-PROJECT ASSESSING
EDUCATIONAL NEEDS AS PERCEIVED BY
SCHOOL STAFF

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

APRIL, 1968

INSTRUCTIONAL MATERIALS CENTER
FRESNO CITY UNIFIED SCHOOL DISTRICT

8

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038743

BRAINSTORM LEADERS

Richard Alexander
Miriam Allen
Barbara L. Armer
Barbara M. Axt
Carol H. Belknap
Betty Boos
Eleanor Covington
Michael Crill
Willis Cosby
Ronald A. Dangaran
Charles E. Day
Jay East
Loren K. Ebersole
Joseph V. Eliceche
Kenneth G. Engstrom
Douglas A. Eudaly
Edna B. Haley
Anna B. Heinrichs
Dale M. Hewlett
Marjorie G. Hinkly
Harlow B. Hosford
Robert E. Jacobsen
Virginia L. Jansen
Melba Johnson
Earl P. Knobloch
Vera Lindgren
Wanda Lister
Dennis M. Lynch
Richard M. Mallory
Larry Matthews
Neil P. Melton
Lawrence A. Mendes
Miriam N. Mikkelsen
Lloyd D. Moore
Clark Nelson
James C. O'Banion
Lorraine Person
Dr. Louise Pierce
Geraldine Richey
Daniel E. Shick
David C. Sischo
Donald E. Yarbrough
Carl E. Zscheile

CLASSIFICATION TEAM

Dale M. Hewlett
Marjorie G. Hinkly
Robert E. Jacobsen
Dennis M. Lynch
Richard M. Mallory
Larry Matthews
Dr. Louise Pierce
* Dee Platzek
* Charles Watson

* Graduate psychology students, Fresno State College.

APPRECIATION

The project staff would like to express appreciation to those whose participation made Brainstorm a dynamic and stimulating experience of some significance. Our particular thanks is given to the Brainstorm session leaders whose professional interest and attitude are a credit to the Fresno City Schools.

TABLE OF CONTENTS

	Page
Introduction	
Background	1
Purposes of "Brainstorm"	2
Data Collection Procedure	2
Data Classification Procedure	3
Findings	
Frequency Distribution of Stated Needs	5
Personnel	5
Students, General	12
Students, Specific Groups	17
Management	21
Plant	28
Relationships	43
Frequency Distribution of Stated Needs Summarized by Categories	45
Conclusions	
Observations About Process	48
Major Findings	50
Distribution and Use of Findings	53

INTRODUCTION

Sub-project Brainstorm was conducted during the month of March 1968 as an integral and basic part of the information gathering process of Interagency Planning for Urban Educational Needs, called Project Design for brevity, a Title III Project administered by the Fresno City Unified School District.

Background

In recent years leadership elements in the Fresno Community and the Fresno City Schools have recognized the complex interrelationship of school and community problems in meeting the diverse needs of citizens throughout Fresno. This recognition focused not only on the desirability, but the paramount necessity, of coordinated planning of various public services. Changing physical factors in urban society, such human factors as poverty, unemployment and discrimination, and factors of limited financial resources and potentially untapped human resources emphasize need for such coordinated planning.

Interagency Planning for Urban Educational Needs was conceived by school leadership personnel as a project to bring under one umbrella the current major problems of the schools, the relationship of the schools to the broader community and its challenges, the impact of educational changes now occuring throughout our nation, and the desirability of capturing a fresh new view of the needs, goals and aspirations of our youth and adults; then to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

A paramount consideration in the application to the United States Office of Education for project funding was the involvement of the community in educational planning. The organization of a Project Advisory Committee bringing together leaders of major community organizations with representatives of city, county and education agencies represents one involvement method. A second is the organization of sub-project "Speak-Up" to provide a simple and effective structure for direct participation of a wide sampling of all citizens throughout the community. A third involvement process is the development of similar discussion groups for youth in each secondary school.

Purposes of Brainstorm

Sub-project Brainstorm was conceived to provide an opportunity for all staff members of the Fresno City Schools to contribute directly to various phases of the project. Because the first step in logical planning is to identify problems and needs, the first round of brainstorming was geared to identify areas in which our current educational programs and services fail to meet perceived standards of quality or optimum education. The major purposes for this first round of brainstorming were the same purposes which might justify additional use of this technique with school staff groups. These are to encourage and welcome full involvement in shaping educational directions by school personnel so greatly affected and to tap the rich body of knowledge and skills represented by this group. A potential side benefit or additional purpose was the possible gain in introducing a new leadership skill which teachers and others might find effective.

Data Collection Procedure

The brainstorming process as used in the project is an adaptation of the technique described by Alex Osborn in Applied Imagination. Lists of teachers recognized as effective group discussion leaders were solicited from teacher organization officers, district administrators, school principals and program coordinators. The project staff invited participation by those whose names appeared consistently on these lists. A training session was held on Saturday, March 2nd, which included a discussion of the process of brainstorming and its application to the needs assessment phase of this project. Forty-three leaders attended. Each leader then conducted a minimum of three Brainstorm sessions as assigned by the staff.

One hundred and sixty-six sessions were organized throughout the district to reduce traveling to a minimum. Peer groups were established for elementary teachers, junior high school teachers, senior high school teachers, school maintenance and custodial staff, school clerical and secretarial staff, principals, counselors and deans, and similar district groups. 2,793 (81%) of the 3,428 district staff participated.

Principals were asked to facilitate arrangements for comfortable seating, adequate blackboards and recording assistance for sessions held in their schools. In some cases school secretaries and clerks recorded. In other cases members of the discussion groups served as recorders. A number of school secretaries typed the results to

be forwarded to the project office. All teacher and classified groups were led by teacher Brainstorm leaders; administrator groups were led by project staff members. At each session a brief explanation of the purpose of the project, the problem to be attacked and the well-established rules of ideation were explained by leaders, some of whom used visual charts. Time for each Brainstorm session ranged from twenty-five minutes to well over an hour, with an average in most sessions of about forty-five minutes. The number of need statements submitted by any group was not indicative of quality in any sense and ranged from about twenty to over one hundred and twenty-five, most groups producing between forty and fifty. An optional plan was the identification of highest priority needs by groups. A small number of reports had such identifications.

Leaders were responsible to forward reports personally to the project office immediately after each session. Many leaders attempted to establish a follow-up procedure to collect ideas which individuals might have been reluctant to express in groups, or which were thought of later. Very few items were received through this procedure although a strong opinion was expressed by a number of leaders that a follow-through round of Brainstorming during the next week or so after the first round would have produced very valuable data.

On March 20th an evaluation session was held at which all the Brainstorm leaders were invited to discuss the process, to offer suggestions for its improvement if used in the future, and to discuss plans for interpretation and best use of the material gathered.

Data Classification Procedure

The task of classifying and organizing findings was accomplished by a selected team of five Brainstorm leaders who indicated a desire and willingness to help, assisted by two graduate psychology students experienced in such work. Individual items were initially classified into eight major categories, each with a series of sub-categories providing for a grouping of similar items. Each individual response listed on each report form was tallied.

Some interpretation was essential in order to group the thousands of individual statements into a reasonable number which would provide both a meaningful interpretation of major concerns for various aspects of the educational program and yet maintain sufficient identity of individual items so that participants could recognize each contribution made.

During the classification process some categories were added, some divided, some combined, resulting in the six major groups of needs as reported. These are included in the blue section, titled "Frequency Distribution of Stated Needs". Since few reports indicated a priority among findings, the classification team felt this information lacked sufficient significance for inclusion.

Individual statements were then combined according to the larger groups under which they had been organized. These are presented as, "Frequency Distribution of Stated Needs Summarized by Categories".

FINDINGS

FREQUENCY DISTRIBUTION OF STATED NEEDS

I. PERSONNEL

A. Training

1. Formal

a.	Evaluation of credentialing requirements	12
b.	Mandatory college graduate study programs	5
c.	More diversified and increased student teaching and observation time	17
d.	Practical courses in methods, techniques, individual and group psychology	34
e.	More specialized training for elementary and compensatory education	5
f.	Limit number or eliminate required courses	4
g.	Eliminate Fisher Bill	3

2. In-Service

a.	More adequate, diversified, practical in-service classes, workshops and demonstrations for all district employees	87
b.	Improved orientation for new personnel	15
c.	Released time and funds for visitation and research	44
d.	Training in use and care of texts, office machines and audio-visual equipment	11
e.	College credit for in-service training	6
f.	More practical and professionally oriented conferences, institutes, and curriculum days	16
g.	Mandatory in-service training	3
h.	Assistance for teacher education including released time for college attendance	6

B. Selection and Assignment

1. Standards and procedures

a.	Better qualified personnel	6
b.	Extended probationary period	2
c.	Development of means to retain qualified and experienced personnel	8
d.	Consultation with effected personnel regarding school, level or subject placement	12
e.	Assignment only in area of competency	6
f.	Evaluation of use of tests for employment	4
g.	More bi-lingual personnel needed	3

h.	Greater representation of minority groups among personnel	6
i.	Mandatory rotation of assignments	20
j.	More clearly defined and strict adherence to policies of personnel hiring, placement, evaluation and transfer	29
k.	Selection and assignment based on professional qualifications rather than personality factors	20
l.	More male elementary teachers	8
m.	Advancement based on academic preparation, broader experience, and on the job training	13
n.	Elimination of sex discrimination	2
o.	Better selection of substitutes and non-certificated assistants	4
p.	Open notification of administrative openings	2
q.	Greater staff participation in selection and retention of personnel	10

2. Special Responsibilities

a.	Service as master teacher should be optional	2
b.	Clear guidelines for responsibilities of master teacher	1
c.	Higher standards for selection of department heads	3
d.	Assign non-teaching personnel periodically to teacher duties to enable them to assist teacher more effectively	31
e.	Selection of department head by teachers	2

C. Operations

1. Roles

a.	Emphasis on developing greater prestige for all elementary personnel	4
b.	More clearly defined and legally supported roles and responsibilities of principals, deans, counselors and teachers	30
c.	Clearer job descriptions and standards with expected assumption of only those duties for which specifically hired	35
d.	Definition of role of department chairman	2
e.	More teacher autonomy and authority (discipline, releasing students, expulsion or exclusion rights)	29
f.	Greater acceptance of professional status of certificated personnel on views and in regard to attendance or absence verification	22

2. Responsibilities

a.	Reassessment or reaffirmation and enforcement of standards, values, morals, ethics and conduct	14
b.	Greater involvement of all school staff in lunch program procedures	7
c.	Improved health record keeping and dissemination of information by school nurse	2
d.	Move individual attention to students and greater responsibility for bringing about desirable behavioral change by all certificated personnel	6
e.	Fewer responsibilities for extra curricular duties and supervision of students	45
f.	Fewer clerical duties and other non-professional activities for teachers	25
g.	Individual determination of curriculum by teacher	4
h.	Greater acceptance of teacher judgment on grades, retention and grouping	22
i.	Better cooperation within and between departments	5

3. Professional Relationships

a.	Staff participation in building design, district investments, choice of furnishings and equipment	34
b.	Fewer outside demands; optional attendance at meetings	10
c.	Choice of professional organization or union activities with no harrassment	3
d.	Required attendance at meetings	1
e.	Greater participation and representation in civic affairs, organizations and community planning	6
f.	Limitation on surveys and questionnaires	6
g.	Freedom of participation in politics, freedom to hold office	5
h.	Broadened social outlets	2
i.	Separation of professional organizations in levels (administrators from teachers, secondary from elementary)	2
j.	Broader staff participation in determining standards, policy making, determing needs	36
k.	Broader staff participation in curriculum planning	16
l.	Fewer, more meaningful meetings, and not after 4:00 P.M.	18

4. Evaluation

a.	Teachers by department heads	5
b.	Teachers by peers	4
c.	Teachers by students	2
d.	Principals by teachers	20
e.	District administration by school staff	4
f.	Custodial staff by teachers	6
g.	Clerical workers by teachers	2
h.	Cooks by teachers	1
i.	Food handlers by food managers	1

5. Teaching Methods

a.	Emphasize creative thinking and innovative teaching	11
b.	Use methods relevant to student needs	6
c.	More programmed instruction	6
d.	Utilize team teaching	23
e.	Utilize teaching machines	4
f.	More core programs	4
g.	Flexible curriculum offerings	1
h.	Utilization of linguistics approach	3
i.	Eliminate linguistic approach	1
j.	Utilize multi-media approach including I.T.V.	12
k.	Flexible teacher placement including inter-level mixing	2
l.	Flexible grading policies	1

6. Environment

a. Physical

1	Improvement in preparation and variety of lunches	27
2	Use vending machines	2
3	Outside patio for staff	2
4	Staff parking facilities	20
5	Piped music in rooms	3
6	Eliminate bells	7

b. Working Conditions

1	Full hour for lunch	7
2	Limit or lower class size	112
3	Flexible class size (student-teacher ratio)	12
4	Base student-teacher ratio on actual contact	3
5	Re-evaluate and equalize classified staffing ratio	39
6	Flexible classified staffing ratio, time schedule	4

7	Student-counselor, administrator ratio to be lower	2
8	Adequate preparation time for all teachers on a flexible basis	52
9	Full coffee breaks away from rooms	9
10	Lengthen class time with more time for individual students	9
11	Shorten class time for teachers - replace by curriculum development, research duties	27
12	Release time to plan curriculum	2
13	Flexible teacher hours to facilitate student, teacher, parent conferences	19
14	Equal classroom time for all teachers	4
15	Eliminate activities which take from regular classroom teaching	9
16	Few interruptions - limit or eliminate noise distractions	58
17	Simplify attendance - transfer procedures	3

D. Compensation

1. Salary

a.	Higher salaries comparable with other professions, tied to cost of living	48
b.	Higher salaries for classified	19
c.	Adjustment of salary schedule	11
d.	Eliminate Masters Degree requirement on salary schedule	8
e.	Eliminate class steps on salary schedule	1
f.	Adjustment base on experience and merit	13
g.	Adjustment placing emphasis on college work	6
h.	Lessen teacher-administrator and administrator-central office differences in salary	16
i.	Adjust or eliminate extra pay for extra services	17
j.	Adequate compensation for Master teacher, curriculum development, committee work	17
k.	Extra pay for compensatory teachers	6
l.	Choice of salary payment method	4
m.	Full salary credit when entering district	1
n.	Adjust pay differences of classified personnel	7
o.	Increase summer school salaries	5

2. Fringe Benefits

a.	Fully paid medical and or dental plan	18
b.	District reimbursement for college fees	6
c.	Longevity incentives for classified	4
d.	Flexibility in use of sick leave, personal time	18
e.	Compensation for unused sick leave	16
f.	Released time or other compensation for professional conferences	17

g.	Liberalize, broaden sabbaticals to include research, travel	18
h.	District supply colorful uniforms; cleaning of such for classified	5
i.	Flexible vacation times	7
j.	More protection for staff liability and compensation for personal losses	3
k.	Investigate tenure system for improvement or modification	11
l.	Eliminate tenure	3
m.	Statewide tenure system	6
n.	Improve retirement system with earlier eligibility, out of state credit, cost of living adjustment	22

E. Support Services

1. Aides

a.	Trained teacher aides for clerical, library, playground, extra-curricular programs	170 *
b.	Enlist parents or other volunteer aides	10
c.	Expand matron service	5
d.	Personnel to handle audio-visual equipment, maps	3

2. Professional Assistance

a.	More responsive, practical community resource people as consultants	35
b.	People to demonstrate new material, texts, equipment, etc.	15
c.	More use of IBM whenever possible	6
d.	Improve IMC services (Instructional Materials Center)	10
e.	Expand library services	3
f.	Centralize support services	3
g.	School-District liaison personnel for legal problems	2
h.	Attendance personnel assigned to individual schools	4
i.	Additional administrative assistants	4
j.	Specially trained elementary teachers in	
1	Music	47
2	Science	13
3	Art	40
4	P. E.	51
5	Speech	22
6	Reading	21
7	Remedial	13
8	Foreign language	8
9	Superior students	1
10	Resource	7
11	Adjustment	4

* Apparently stated 170 times by 166 groups results from combining similar items.

k.	Specialist - Consultants for both secondary and elementary in	
1	Math	5
2	Linguistics	4
3	Science	1
4	Music	3
5	Art	3
6	Reading	6
7	Special Education	1
l.	Full-time librarians	21
m.	School social workers	12
n.	Teaching assistants	1
o.	Head counselor in each high school	1
p.	Reassign specialists to teaching	2
q.	Professionally competent full-time counselors elementary - secondary	61
r.	Vocational guidance consultants	12
s.	Psychologists	29
t.	Full time nurses	50
u.	Trained health service staff: dental hygienists-nutritionists	10

E. 3. Others

a.	Resource people and busses for field trips	39
b.	Substitutes or emergency personnel assigned to same school on continuing basis	2
c.	Tutorial programs in reading (elem.-secondary) (use parents and students)	12
d.	Competent adult traffic help	10
e.	Provide staff transportation	3
f.	Subject resource materials placed in school centers for use	3
g.	More non-certificated personnel	1
h.	Night watchmen for security	4

II. STUDENTS, GENERAL

A. Educational Needs

1. Curricular

a.	Reduction of required curriculum to allow adaptation of individual student needs	69
b.	Locally defined curriculum with flexible requirements	34
c.	Better defined curriculum with flexible requirements	28
d.	Meaningful program for terminal students	1
e.	Remedial General Science program	1
f.	Program for repeating 9th grade	1
g.	Meet needs of transferring 1/2 year seniors	1
h.	Modernization, expansion, and continuing revision of curriculum	33
i.	Sequential programs throughout grades and more correlation between subject areas	39
j.	More rigid curriculum with fewer electives	4
k.	More emphasis on academic subjects and the humanities	29
l.	Instruction in family life, sex education, personal hygiene and personal and social adjustment	48
m.	Broader sequential science program throughout grades with more provision for science electives in upper grades	9
n.	Sequential program in oral communication and public speaking	10
o.	More training and emphasis on improvement of basic skills especially reading and composition (all levels)	62
p.	More formal instruction in library use	6
q.	Training in both creative and critical thinking	7
r.	Provisions for more individualized instruction and study	14
s.	Broader program of instruction in the practical arts, industrial education, and homemaking for all students	24
t.	Broader provisions for training in vocal and instrumental music beginning at the elementary level	15
u.	Evaluation of provisions for education in applied economics, general business and typing	6
v.	Broader foreign language program with better articulation	16
w.	More departmentalized courses in English language arts at senior high levels	10
x.	More recognition for the arts and aesthetics	5
y.	Evaluation of the provisions for general mathematics instruction	10

z.	Standardized broader physical education program at all levels geared to physical fitness of the individual student. (Study of need for compulsory physical education at senior high level.)	22
aa.	Eliminate general business in junior high	1
bb.	More homework	2

2. Extracurricular

a.	Should be allowed only before or after school, to be completed by 10 P.M.	10
b.	More dances	2
c.	Broader scope of recreational activities, facilities and personnel especially during non-school hours	27
d.	Require "B" average for, and de-emphasize sports	2
e.	Encourage field and study trips (establish simplified procedures)	39
f.	Cultural improvement activities in school and utilization of community cultural resources	18
g.	Camping facilities and outdoor education	6
h.	Time in school day allotted for extracurricular activities. (Emphasis on increasing participation in extracurricular activities.)	14
i.	Extracurricular classes taught by specialists	4
j.	More inter-school extracurricular activities	2
k.	Utilization of local clubs and organizations	1
l.	Improve student body fund raising activities	1
m.	Allow canteen profits to go to student body funds	2
n.	District to finance student activities	1
o.	Establish elementary school student government	2
p.	Less emphasis should be placed on:	
1	Interscholastic athletics	7
2	Cadet program	1
3	Night and week-end activities	9
4	Demands for student and teacher time for extracurricular activities	5
5	Civic activities in school	3
6	Value of extracurricular activities	7
7	Classroom parties	1

3. Guidance and Testing

a.	More adequate guidance services, begun in earlier grades	60
b.	Faster follow-up services	10
c.	Earlier recognition and analysis of students strengths, problems; follow through where necessary	31
d.	Group and/or family counseling and therapy	9

e.	High school to have live-in guidance program for disturbed	1
f.	On the site counseling	2
g.	Less guidance service	2
h.	More access to diagnostic materials and guidance personnel	14
i.	Testing done more often, more carefully, and for all	9
j.	More "realistic" testing program	15
k.	Eliminate group IQ tests	4
l.	Better counselors who have more time for counseling	15
m.	Student records complete and accessible to teachers	2

4. Vocational Preparation

a. Content

1	Industrial Arts program for elementary schools	1
2	Make Industrial Arts a required subject	1
3	Nursing program in high school	1
4	Provide on the job training (apprenticeship)	11
5	Establish job placement services	3
6	Eliminate vocational aspect of education	3
7	Provide for "Drop-outs" (potential)	4
8	Intensify vocational training at high school level	7
9	Establish technical high school	20
10	Work experience for special education	3

b. Procedures and Facilities

1	Additional vocational counselors	7
2	More and better vocational training	44
3	Vocational schools, elementary thru high school	27
4	Centralized vocational school	3
5	Vocational facilities for special education	2
6	Correlate job areas and curriculum	5
7	Vocational equipment, elementary level (shops)	4
8	Don't allow "dumping" of weaker students into vocational education program	2
9	Involvement of unions	4
10	Involvement of industry, all phases	6
11	Emphasize vocational education on West side	1
12	Establish improved facilities and equipment for job training	2
13	Establish definite levels of shop instruction	1
14	Accept goals other than college	6

5. Moral and Ethical Values.

a.	Stress character building and moral/ spiritual values.	18
b.	Stress citizenship and patriotism	11
c.	Stress more responsible student social behavior	5
d.	Mandatory birth control education	2
e.	Protect capital punishment	1
f.	Establish courses in manners	3
g.	Send people into welfare homes to control their lax morals, bad economic management and other conditions which impede learning	5

6. Evaluation, Promotion and Retention

a.	Pass-fail grading or no report cards	42
b.	Remodel grading system and/or replace with parent-teacher conferences	38
c.	Differentiated grading systems for compensatory schools, slow learners, and summer school	11
d.	Standardize grading throughout the schools	16
e.	Issue several types of diplomas	5
f.	Meaningful promotions, not "social" or by age	20
g.	Subject level tests to determine advancement	10
h.	Advanced placement and graduation	2
j.	Follow pre-requisites in student assignments	4
k.	Promotion/retention entirely a school decision but with appeal by parents	10
l.	District-wide graduation ceremonies	1
m.	Eliminate inconsistency in reasons for failing students.	3
n.	Suspension (including permanent) for problem students.	12
o.	Raise school entrance age, especially for boys	14
p.	Use readiness tests or other screening devices before allowing youngsters to enter kindergarten	26

B. Other Needs

1. Health

a.	Health services, exams, and insurance for students	32
b.	Free meals and clothes for needy students	16
c.	Nutritional break AM and/or PM	18

2. Economic

a.	Increased jobs for students (through work-study program)	13

3. Discipline/Supervision

a.	Adjustment classes	3
b.	Stricter and better enforcement of rules	39
c.	Standard, enforced attendance and make up policies	6
d.	Uniform code for student dress and appearance	14
e.	Better ways of handling discipline problems	15
f.	Closed campus	20
g.	Smoking and eating only in designated areas	4
h.	Discipline rules to come from open faculty discussion	2
i.	Administrators standardize rules and back up disciplinary efforts of teachers	27
j.	More deans to handle discipline	5
k.	Student government to set controls	3
l.	Better and more supervision during lunch hour, in restrooms, halls and playgrounds	42
m.	More supervision at all times	9
n.	Greater police patrol at all times	9
o.	School buses, eliminate student cars	3

4. Student Welfare

a.	Library, study and other resource centers open other than during school hours	43
b.	Summer, Saturday, evening classes	10
c.	Audio-visual equipment that students can check out	2
d.	Rooms and equipment for student interests, e.g. art, electronics	5
e.	Subject matter oriented to individual needs and ability levels e.g. dropouts, "non-average" ability	17
f.	More individual help and programs for students	24
g.	Activities aimed at giving each child a feeling of success or recognition	18
h.	Subordinate all support areas to child's needs	4
i.	Find ways to increase student's interest in school	10
j.	Involve student in planning his education	5
k.	Merit pay for students	3
l.	Find ways to ease pressure on students	1
m.	More student responsibility for care of classroom and grounds	7

III. STUDENTS, SPECIFIC GROUPS

A. Minority Groups and Disadvantaged Student Education

1.	Specialized secondary schools will help integration	1
2.	Segregation within schools of culturally disadvantaged with special trained teachers	1
3.	Integration to come from community living situation and from pre-school, not teenage level	1
4.	Bus students to end de-facto segregation	1
5.	Positive action related to integration	5
6.	Racial ethnic balance, for understanding	2
7.	Better understanding of minority groups	2
8.	Definite program for self-betterment of minorities	2
9.	More programs for the culturally and economically deprived	3
10.	Special classes in certain subject areas for the culturally deprived	2
11.	Education designed for the poor	1
12.	More opportunities for language development for the disadvantaged	1
13.	Help teachers to learn to work with ethnic groups	2
14.	Text selection for disadvantaged made by individual school	1
15.	Text selections include minority groups in illustrations	2
16.	Minority acceptance of transfers, finding friends	2
17.	Special English classes for spanish speaking children	3
18.	Special English classes for spanish speaking parents	2
19.	Bi-lingual instruction for those who need it	1
20.	Bi-lingual school secretaries	1
21.	Special schools for those with language differences	4
22.	Establish rapport and communication	1
23.	Interest parents in education	1
24.	Create curriculum suitable for deprived child	1
25.	Create math program for deprived child	1

B. Exceptional Children

1. General

a.	Prevent problems by early recognition and placement to meet special needs	5
b.	Provide new directions for students with special problems	15
c.	More special classes	11
d.	Additional help for exceptional students	6
e.	Individual help for problem children	3
f.	An educational center or complex for all special classes	3
g.	Special education classes should be a part of the school	1
h.	More high interest materials for the slow learner	1

i.	Personalized programming for exceptional student	4
j.	Age limit lowered for students to enter special classes	4
k.	Distribute problem students among schools	1
l.	Limited days for some students, extra classes for able students	1
m.	Identification of a group lower than "special" classes	4
n.	Special programs for parental discipline problems	7
o.	Eliminate non-learners from class	3
p.	Special housing for narcotic addicted students (boys and girls)	1
q.	Special housing for psychiatric referrals	1
r.	Readjustment housing for behavorial junior High student	1
s.	Learning disability groups	1

2. Retarded and Slow Learners

a.	Lower age or raise minimum IQ to enter Mentally Retarded Programs	6
b.	More or better classes for slow learners	25
c.	Recognition of academic vs. mental retardation	1
d.	More realistic programs for pupils with limited ability	2
e.	Special ungraded classes of over age slow learners	3
f.	EMR classes for incoming and primary grade students	3
g.	EMR program in elementary P.E.	1
h.	EMR program in secondary P.E.	1
i.	Flexibility to allow for small group instruction	1
j.	Specialists to help slow learners	1
k.	More rooms available for EMR classes	2
l.	Compulsory separation of EMR students from regular program	1

3. Emotionally Handicapped

a.	Classes for emotionally handicapped with no age limits	30
b.	Remove emotionally handicapped from regular classes	4
c.	Rehabilitation program for delinquents	1
d.	Farm environment for delinquents	1
e.	Creative use of community resources for disturbed students	1

4. Physically Handicapped

a.	More classes for physically handicapped	12
b.	Special materials for the physically handicapped	3
c.	More classes for neuologically handicapped (waiting list too long)	3
d.	Special classes for hard of hearing children not qualified for deaf class	1
e.	Classes for children having language disorders other than deafness or mental retardation	1
f.	Coordinate curriculum for orthopedically handicapped	2

5. Gifted

a.	Increased and improved special classes or programs	13
b.	Special teachers to work with gifted students	3
c.	Flexibility to allow individual or small group activity	1
d.	Make special materials available	1
e.	More opportunity for challenge, placement and follow-up of bright students	3
f.	More capable learner program in all schools at all grade levels	1
g.	Fewer accelerated programs	1
h.	More money for gifted student programs	1

C. Adult Education

1.	Health education for parents:(sleepy children, nutrition)	5
2.	Humanities and English for adults	2
3.	More crafts classes (adult)	2
4.	Classes in home economics (budgeting, sewing,etc.)	2
5.	K-12 Science program, realistic course for adults	1
6.	Stress courses in positive child rearing, guidance methods and child observation	6
7.	Counseling and education of welfare parents	5
8.	Complete program for adult education, (greater variety)	3
9.	More adult night school facilities	7
10.	Adult classes located in north section of town	1
11.	Evening parent schools (own area)	5
12.	Central school library or resource center for parents use	1
13.	Day classes, Saturdays for adult education	4
14.	More adult "day and night" classes	1
15.	Use facilities other than schools for adult education if necessary	1
16.	Limit time, adult school too long	1
17.	Adult education manual training classes	1
18.	Adult retraining	1
19.	Paid vocational training for adults on welfare	1
20.	Charge tuition for adult training	1

21.	Stimulate adults to attend adult school (publicity campaign)	3
22.	Parental schools for parents of problem children	1
23.	Mandatory adult education, e.g. marital counseling, homemaking, etc.	3
24.	Voluntary tutorial service for parents in adult school	1
25.	Provide babysitters for evening classes and night use of school study centers	1

IV. MANAGEMENT

A. Role and Function of Schools

1.	Develop specific, stated, agreed upon goals and expectations for schools and students	22
2.	Plan ahead and have better research before implementing new programs	26
3.	Establish ongoing evaluation program for text-books, new programs, problem causes	16
4.	Define school vs parent role in educating child	6
5.	School should not be a community "dump" or "cure-all"	8
6.	School should set its own curriculum standards	5
7.	Special liberal arts schools	2
8.	No school buses to transport pupils out of district	2
9.	Traffic classes in schools for student offenders	1
10.	Grades 1-6 live on campus	1
11.	Create a substitute for schools	1
12.	No sheltering animals on school grounds	1
13.	Close "Head Start" program	1
14.	Eliminate inter-scholastic events	1
15.	Eliminate school-recreation department ties	1
16.	Increase special assemblies	1
17.	No school operated lunch or snack programs	13
18.	Every school should have a cefeteria and hot lunches	5
19.	No vending machines or food services near school	5
20.	Evaluation of food program and ways to cut costs	8
21.	Better food and more choices (ala carte)	22
22.	Include everyone inlunch programs, e.g. half day pupils	5
23.	Free lunches for students	7
24.	No free lunches or borrowing lunch money from school	5
25.	Centrally published menu.	7

B. Curriculum Organization

1. General.

a.	Non-graded classes (especially primary grades)	55
b.	Non-graded schools kindergarten - grade 14	1
c.	Examine our present 6-3-3 plan	1
d.	Change school organization to K-3, 4-6, 7-8, 9-10, 11-12	1
e.	Change school organization to 4-4-4	4
f.	Change school organization to 3 year block progression	1
g.	Change school organization to 2 track programs	2
h.	Change school organization to 3 track programs	3

i.	Solve inequalities in schools	1
j.	Area schools for different grade levels	3
k.	Homogeneous grouping	9
l.	Homogeneous grouping by schools	4
m.	Do not forget average student	4
n.	Better definition of average student	3
o.	Interest grouping	2
p.	Let teachers decide on homogeneous or heterogeneous grouping	1
q.	Larger school populations to facilitate grouping	1
r.	Develop shared facilities between junior high and senior high	1
s.	Equal ratios boys to girls where possible	2
t.	No coeducational schools after grade 6	1
u.	Special education classes should not be a dumping ground	1
v.	Special education classes graded to ability not age	2
w.	Special education classes should be self-contained	1
x.	Equalize time and money spent on gifted and remedial students	1
y.	Give schools the authority to place students in classes most helpful to them	2
z.	Better placement of new students	1
aa.	Better articulation through all grades	1
bb.	Provide for students removed (kicked out) from classroom	2
cc.	Emphasize remedial instruction	1
dd.	Increase remedial reading program	8
ee.	Provide individualized remedial reading program	2
ff.	Conduct remedial classes in summer school	1
gg.	Provide individualized remedial reading program	2
hh.	Conduct remedial classes in summer school	1
ii.	Separate reading classes	2
jj.	Tutors for remedial reading on a 1 to 1 basis	1
kk.	Maintain tracking programs throughout year	1
ll.	Create model schools for various experimental programs	1

2. Elementary

a.	Departmentalized elementary	5
b.	Partially departmentalize elementary	1
c.	Departmentalized primary	1
d.	Departmentalized grades 4, 5, and 6	2
e.	Departmentalized grades 6, 7, and 8	2
f.	Grades 6, 7, and 8 in one building	1
g.	Special schools K-3	2
h.	Eliminate mixed grades, combination classes	5

i.	Early admission to remedial programs	6
j.	Kindergarten, primary and remedial reading program based on readiness of children	1
k.	Need to overcome broad ability span in grade 1	1
l.	Less ability grouping at elementary level	1
m.	More ability grouping at elementary level	1
n.	More pre-first classes	12
o.	Fewer pre-first classes	2
p.	Better reading program	2
q.	Remedial math classes	2
r.	Remedial P.E. in elementary school	1
s.	More educational mentally retarded (EMR) classes	1
t.	Pre-schools for all children	1

3. Secondary

a.	Establish continuation junior high	10
b.	Junior high should be abolished.	1
c.	Eliminate coeducational schools above grade 8	1
d.	Add grade 6 to junior high.	1
e.	Establish non-graded pre-junior high classes	1
f.	Place 9th grade in senior high .	4
g.	Homogeneous grouping in elective classes	1
h.	Graded classes and graded texts	1
i.	Secondary remedial reading program	1
j.	Special sophomore reading classes	1
k.	More specialized high schools, let's teach excellence in all areas from trade schools, to science, to creative arts.	2
l.	Expand continuation high	1
m.	Meet needs of transferring 1/2 year seniors	1
n.	Junior high study areas	1
o.	Self contained classrooms in junior high	1

4. Time Factors and Scheduling

a.	Longer school day	29
b.	Shorter school day	9
c.	5 period day especially junior high	15
d.	6 or 4 period day for high school	4
e.	Longer lunch periods	6
f.	Shorter lunch periods	3
g.	Pre-first from 8 AM to noon	1
h.	Orient classes to education not to IBM requirements, P.E., bus schedules, etc.	4
i.	Flexibility in time for certain subjects and grade levels with modification of plant as necessary to allow for flexibility	42
j.	Modular scheduling	10
k.	No modular scheduling	1
l.	Special final week schedules	1

m.	Better rainy day schedules	10
n.	Re-schedule student each semester	3
o.	Some Monday, Wednesday, Friday only classes	1
p.	School open from 7 AM to 6 PM with college type schedules	1
q.	Semester courses in high school and end of semester tests	10
r.	No double or split sessions	46
s.	More double sessions	2
t.	Have double or split sessions in English and Reading	2
u.	4 quarter system or night classes to allow greater utilization of school plant	35
v.	No summer sessions	2
w.	3 day weekends by moving holidays	6
x.	4 day week for pupils, 5 for teachers	8
y.	Facilities for enrichment programs during school time	6
z.	Allow more student free time	2
aa.	Allow less student free time	1
bb.	College type registration in the fall	4

C. Communication

1. General

a.	Better, more personal communication between district office and school.	25
b.	Channeled, clearer communication.	7
c.	Better standardization, understanding of and awareness of district policy and laws pertaining to schools	11
d.	Don't just ask for suggestions, heed them!	10
e.	Open, uncriticized sessions for idea exchanges	11
f.	Improved overall communication within schools	23
g.	Better classified-certified communications and relations	
h.	Adequate grievance procedures	2
i.	Better communication of job availability	2
j.	Eliminate Brainstorm sessions	1
k.	Increased Board of Education awareness of innovative changes outside own system	12
l.	Read notices	1
m.	Develop methods to increase understanding of scope and responsibilities between school levels and across staff lines	16

2. Specific

a.	Improved teacher-student relations especially with minority groups	7
b.	Increase and improve teacher-teacher communication through more meetings, visits, exchanges	27

c.	Better teacher-administrator working relations	29
d.	Development of mutual trust between administrators and teachers	2
e.	Consultants more accessible	10
f.	Establish teacher-administrator council	1
g.	Better communication among classified personnel	8
h.	Coordination of welfare department, courts, schools, and parents	7
i.	Coordination of junior high, high school, junior college, and college	4
j.	Coordination and understanding between districts, e.g., statewide	3

D. Administration

1. General

a.	Centralized district authority or less plant control by local administrators	6
b.	Decentralized authority or more plant control by local administrators	15
c.	More departmentalization	3
d.	Vice principal for each school (including elementary)	27
e.	Head teacher for each school	2
f.	Grade level chairman at each level	1
g.	Faculty president at each school	1
h.	"Director of Errors" so district can admit mistakes	1
i.	The Board should take a world cruise	1
j.	School Board appoint superintendent not elected	4
k.	School Board elected by district	2
l.	Stronger Board and administrators	6
m.	Reorganize structure, get rid of superfluous people	25
n.	Re-evaluate need for coordinators and consultants	6
o.	Curriculum committee for greater coordination	9
p.	Rotate principals or bring in people from outside district	4
q.	More elementary people in administration	2
r.	3 track system to have separate administration and budget	1
s.	Elementary administrators take two schools	2
t.	Fewer "chiefs" in classified personnel	2
u.	3 large high schools with 6 faculties	1

2. Operation

a.	Require student deposits on textbooks	4
b.	More equal book and equipment distribution	11
c.	Greater efficiency, less red tape in purchasing and supplies	39
d.	Better cataloging of materials and audio-visual equipment	2

e.	Improved IMC delivery schedule	9
f.	Improved mail delivery	3
g.	Standardized, simple forms with less duplication	13
h.	Transfer all records together when child moves	3
i.	Records kept by computer	3
j.	Improve methods of text selection.	6
k.	Individual school or district discretion in text selection.	6
l.	Library should not select texts	1
m.	Multiple state adoption and more correlation in texts	2
n.	Eliminate teacher sign in/out sheet	2
o.	Better advance work agenda	2
p.	Fewer meetings away from school	3
q.	Uniform procedures and less red tape	2
r.	Reorganize district administration structure	2
s.	Increase district administration staff	3

E. Financing

1.	Find some new method of financing schools	53
2.	Outside groups pay to use schools	3
3.	City fund raising drives or PTA funds to buy buildings	2
4.	Charge to park on campus	1
5.	Tuition for students	1
6.	Student purchase of texts and supplies	18
7.	Better screening for compensatory money	5
8.	Stop wasting money on surveys and this project	4
9.	More funds for pilot programs	5
10.	Less fringe purchases, e.g. pools, landscaping, when classrooms are needed	11
11.	More money on academics and less on athletics	5
12.	More money at elementary level	2
13.	Less money for administrative salaries	2
14.	Regular classes should have priority over educationally handicapped and mentally retarded	2
15.	More local, less federal and state control	5
16.	No local control	1
17.	Re-evaluate distribution of tax money	8
18.	Schools should not have to match donated funds	1
19.	Individual teacher and departments should have funds to get what they need when they need it	45
20.	Increased budget for classroom supplies and equipment	18
21.	Increased funds for field trips and transportation	12
22.	Purchase in quantity and now to avoid inflation costs	2
23.	Avoid over ordering	1
24.	Periodic review of price lists and budget statements	2
25.	Central control of supply money	1

26.	Equal state aid to parochial schools	1
27.	Provide neighborhood schools	2
28.	Ban excessive use of expensive thermofax for regular memos	1

F. Maintenance

1.	Better custodial services, more thorough, more often	42
2.	Faster equipment repair	18
3.	Eliminate incinerator smell during school day	1
4.	Equipment/building quality control to cut repairs	7
5.	Require outside groups to clean up their own mess	4
6.	Resident custodian	1
7.	No masking tape on walls and windows	1
8.	Empty milk from cartons before discarding	1
9.	Let individual school custodians control heating and cooling	1

V. Plant

A. Space

1. General

a.	Better planning for space use	14
b.	Develop long range building program	1
c.	Limit campus size	1
d.	More space	17
e.	Develop shared facilities for multi-school use	3
f.	Consolidate schools	1
g.	Adequate housing - including central office	2
h.	More classroom, less "racetrack" areas	3
i.	Room provided for each class	2
j.	Room provided for each teacher (25 students)	1
k.	Provide space for double sessions	1
l.	More classrooms	38
m.	Separate all facilities, no all purpose rooms	1
n.	Freer access for emergency equipment	1
o.	Proper drainage (flood control)	3
p.	Area for child privacy	1
q.	More experimentation in building schools	2
r.	Underground classrooms	5
s.	Educational parks, centrally located, K-12	8
t.	New buildings	5
u.	More schools	4
v.	Larger buildings	1
w.	Larger schools	2
x.	Small schools	2
y.	Build emergency room good for one year everytime a new double session opens	1
z.	Bury the central office	1
aa.	Build complete classrooms to begin with	1
bb.	Equal physical facilities at all schools	3
cc.	One new high school	7
dd.	Junior high on West Side	3
ee.	Abandon schools with inadequate space	1

2. Outdoor

a.	Functional playgrounds	2
b.	Larger playgrounds	7
c.	Shaded areas on playgrounds	1
d.	Better availability of yard to classroom	1
e.	Separate play areas based on classroom unit or grade levels	6
f.	Covered areas for rainy days	8
g.	Covered patio lunch area	4
h.	Playground area away from buildings	5

i.	Permanent bases on elementary ball diamonds	1
j.	Grass cover all playgrounds, for all grade levels, no dirt	7
k.	Remove cement tunnels from playgrounds to eliminate injury	1
l.	No black top	2
m.	More black top	11
n.	Smoother black top	1
o.	Reduce shrubbery	3
p.	Eliminate trees and shrubs	1
q.	Remove sycamore trees	1
r.	Fewer trees	3
s.	More trees	1
t.	Better placement of trees	1
u.	More trees by benches	3
v.	More benches	3
w.	Better landscaping	4
x.	More lawn	5
y.	More lawn at certain schools (Teilman)	1
z.	More lawn around portables	3
aa.	Fewer flower beds	2
bb.	Raise flower beds	1
cc.	Walks on or around school grounds	3
dd.	Covered walks	1
ee.	Close playgrounds at night	2
ff.	Illuminate campus at night	2
gg.	Pop-up water valves in grass area	2
hh.	Automatic watering systems	7
ii.	No grass between curb and sidewalk	1
jj.	Mowing strips	1
kk.	Curbing below fences	3
ll.	Fence school buildings	2
mm.	No fences	1
nn.	Paddle pools for all schools	1
oo.	Pools for all elementary schools (heated suggested by some)	8
pp.	Pools for schools	2
qq.	Specific provision for outdoor PE facilities	2
rr.	Garden space for elementary instruction (with equipment)	7
ss.	Animal farm	1
tt.	Grass field for all schools	1
uu.	Develop outdoor "classroom" areas, for group or individual study	9
vv.	Design special school for outdoor education	3
ww.	Adequate parking facilities	24
xx.	Allow parents to use student parking area	1
yy.	Eliminate all on campus parking	1
zz.	Loading zone for parents to pick up children	2
aaa.	Adequate parking space for bicycles	2
bbb.	Air conditioned, covered playgrounds or "Astrodomes"	5

3. Indoor

a. Instructional

1	Specific workspace for traveling teacher	1
2	Special facilities for problem children	6
3	Flexible partitioning in classrooms	3
4	Partitioning for recitation areas in classrooms	1
5	Resource centers for particular areas in plant	9
6	Fewer self-contained classrooms	1
7	Special rooms for special subjects and equipment	12
8	Separate all-purpose rooms	3
9	Typing rooms available for general student use	1
10	Student committee rooms	1
11	More self-contained classrooms	1
12	Convert cafeterias to classrooms	2
13	Do not eliminate cafeterias to provide classroom	1
14	New student orientation room	1
15	Soundproof study area	4
16	Soundproof glass wall study area in each classroom	1
17	Larger classrooms	15
18	Fewer doors	1
19	Curriculum lab in school	4
20	Discussion rooms with appropriate furniture	1
21	No classes in auditorium	1
22	Large lecture rooms with auditorium seating	7
23	No classes in gym	1
24	Better and enlarged library facilities	13
25	More libraries	7
26	Portable libraries	1
27	Separate library buildings	1
28	Library in central school location	1
29	Instructional facilities for entire class in library	1
30	Reading center in library	1
31	Central area for issuing and returning books	2
32	Complete language labs	2
33	Functional reading center for each classroom	1
34	A complete auditorium complex	1
35	Auditorium separate from cafeteria	3
36	Auditoriums for all high schools	3
37	Auditorium with full stage in every school	5
38	Two auditoriums per elementary school, primary and upper grade	1
39	Complete stages with scenery and costume workshops	1
40	All purpose room in the round separated from school plant for creative drama and speech	2
41	District stadium, fully equipped track and field	2

42	District planatarium	1
43	District museum	1
44	Cultural area for performing arts	1
45	Lockers for activity classes provided with the room	1
46	Dual purpose cafeteria and gym with equipment	1
47	Gym for all schools	5
48	Gym for junior high schools	6
49	Gym for elementary schools	17
50	Indoor swimming pools	1
51	Swimming pool for junior high schools	1
52	Classrooms for physical education	2
53	More adequate gym space	1
54	Modernize showers and dressing rooms	2
55	Realistic athletic activity provision	1
56	Facilities for showering - elementary physical education	9
57	More kindergarten rooms	4
58	Arrange furniture to avoid damage	1
59	Special rooms for audio-visual use	10
60	Special rooms for special subjects designed with special features	11
61	Special rooms for elementary science lab	17
62	Special rooms for speech and speech specialists	4
63	Special rooms for elementary arts and crafts	14
64	Special rooms for mentally retarded program	1
65	Special rooms for music program	13
66	Special rooms for music practice	6
67	Special rooms for dancing (mirrors)	2
68	Self-contained classrooms for high schools	3
69	Adequate provision for child care	1
70	Eliminate hardwood floors in shops	1

b. Non-instructional

1	Adequate, conveniently placed staff workrooms/lounges	74
2	More office space	1
3	More office space for counselors, soundproof and carpet	2
4	Office space for teachers, separate from classrooms	31
5	Office space for teachers, adjacent to classrooms	4
6	More office space for elementary school	2
7	Locate offices between classrooms	1
8	Locate nurses office near main office	4
9	More office space for nurses	2
10	Better nursing facilities	2
11	Provide space for personal items (storage)	4
12	Provide adequate storage in new buildings	1

13	More well designed storage space for utilization by staff and students	67
14	Provide departmental storage rooms	1
15	Walk-in closets for each room	2
16	Pantries for homemaking department	1
17	Provide custodial rooms in pre-fab buildings	1
18	Adequate office space for kitchen help	1
19	Office space for cafeteria manager	3
20	More kitchen space	1
21	Uniform kitchens in all schools	1
22	Walk-in refrigerators	1
23	Air conditioning in kitchens and cafeterias	4
24	More and better equipped staff restrooms	4
25	Private entrance to teachers' rest rooms	1
26	Soundproof restrooms	1
27	Better planning on restroom location	3
28	More restroom facilities	21
29	More restrooms for kindergartens	1
30	Fewer restrooms	1
31	Heated restrooms with hot water	12
32.	Conference room for each teacher	1
33	Appropriate teacher-pupil, teacher-parent counseling rooms	12
34	Rooms for group counseling	1
35	Space for disciplining other than office	4
36	Student adjustment room	1
37	Student recovery room	1
38	Observation rooms for parents to observe classes through one-way glass	1
39	Meeting room for mothers	1
40	General display areas	1
41	Student smoking areas/rooms	1

B. Design

1. Buildings and Grounds

a. Environment

1	Air conditioning	98
2	Air conditioning that works	1
3	Improve air conditioning control	2
4	Better heating system, quiet	7
5	Individual room heating and cooling units	3
6	Dust control	1
7	Availability of adequate ventilation	6

b. Sound

1	Acoustical tile	18
2	Soundproofed rooms	19
3	Better acoustics in rooms	3

c. Portables

1	No bungalows	3
2	Remove bungalows	1
3	Better installation of portables	1
4	Use bungalows to solve space problem, adequately built	1
5	Compare portable and permanent plant designs	1

d. General Design

1	Design buildings for ease of maintenance	1
2	Better architecture	1
3	Adopt standard architectural code, uniform design	16
4	Stricter inspection during school construction	2
5	Better quality material for construction and maintenance	1
6	Fewer fancy buildings	1
7	Design buildings for student needs	3
8	Design rooms to grade level, sinks, counters, etc.	7
9	New, improved physical plants	5
10	Modernization of school plant for better instruction and services	9
11	Central plant for special educational programs	5
12	Flexible buildings to meet curriculum needs	33
13	No classes in closets	1
14	Consult teachers when designing buildings	4
15	Better design of rooms for specific use (labs e.g.)	4
16	More efficient building design	2
17	Relate exterior structure to room use	1
18	More buildings like Hoover High School	1
19	Central service building in strategic location, others around it	2
20	Central service building for administration guidance, etc.	1

e. Specific Design

1	Permanent buildings	4
2	Use multi-story structures	1
3	Eliminate multi-story structures	4
4	Adequate building set back from street	1
5	Easy to assemble, general purpose, pre-fab buildings	2
6	Hip roof construction	1
7	Seal stucco so it can be washed	1
8	Eliminate plastic pipe in sprinkler system	1

9	Rounded base corners in every room	1
10	Circular or wheel shaped plants	6
11	Adjustable room size	4
12	Covered malls between buildings	1
13	Mobile units for specific use such as shops, labs, etc.	6
14	Different colored classrooms	1
15	Large lecture rooms	1

f. Ceilings

1	Lower ceilings	2
2	Eliminate blown-on acoustical ceilings	1

g. Corridors, etc.

1	Use inside corridors	2
2	No inside corridors	1
3	Eliminate stairways	3
4	Ramps off all corridors	2
5	Elevators in multi-story buildings	1
6	Moving walks in halls	1
7	Covered wide exterior corridors	7
8	No outside corridors	1

h. Floors

1	Carpet	58
2	Multi-level rooms	1
3	Solid color floors	1
4	Heated floors	1
5	Change tile used on floors	1
6	Use non skid tile in kitchens, etc.	1
7	Use tile floors in classrooms	1
8	Better floor tile	2
9	Use dark tile on floor	1
10	Terrazzo floors	1
11	No carpet	4

i. Walls

1	Moveable walls, or sliding partitions, etc.	26
2	Walls designed as bulletin board and chalkboard	3
3	More wall space	1
4	Better utilization of wall space	1
5	Walls made to hold magnets	3

j. Doors

1	Screen doors for cafeteria and kitchen	2

2	Sliding doors for kitchens	1
3	Sliding doors for classrooms	2
4	One door on each side of classroom	1
5	Two doors per classroom	3
6	Doors between classrooms	1
7	Wider doors	1

k. Windows

1	More windows	3
2	Fewer windows in new buildings	5
3	Screens on windows	1
4	Rock screens on windows	1
5	Higher windows	7
6	Raise windows - too low	3
7	Frost lower window sections	1
8	No swingout windows	1
9	Windows that open from bottom	1
10	Louvered windows	1
11	Uniform windows	1
12	Windows that automatically lock when closed	1
13	Tinted glass in windows	3
14	Break resistant glass used throughout	6
15	Drapes as opposed to blinds on windows	8

l. Electrical

1	More electrical outlets	5
2	Electrical outlets at table height	1
3	Electrical outlets just inside door	1
4	No switches in chalkboard	4
5	Special wiring for special equipment	2

m. General

1	Design elementary schools for 600	1
2	Design junior high schools for 1,000	1
3	Design senior high schools for 1,500	1
4	Vandal-proof rooms	1
5	Black-out curtains	24
6	Better lighting	15
7	Auditorium seating designed for viewing and comfort	1
8	Seating facilities in shops	1
9	Buildings designed for safety	6

2. Equipment (Built-in)

a. Display

1	Bulletin boards under blackboards	8
2	Bulletin boards more of and better design (softer)	19

3	Bulletin boards lower	1
4	Bulletin boards standardized	3
5	Bulletin boards fewer	1
6	Sliding chalkboards (up and down)	6
7	Better quality, smoother chalkboards	1
8	Combine chalkboards and pinboards	1
9	Fewer chalkboards	1
10	Better arranged chalkboards	5
11	Higher chalkboards	1
12	Lower chalkboards	1
13	Magnetic chalkboards	3

b. Lighting

1	Eliminate "egg crate" fixtures	1
2	Easier to service	3
3	Standardized	4
4	All florescent	1

c. Plumbing

1	Shower in nurses room	1
2	Faucets that will stay on	3
3	Drinking faucets out of classrooms	3
4	Water sinks in each room (even portables)	18
5	Hot water in classrooms	6
6	Plumbing fixtures in classrooms	1
7	Water fountains that work	3
8	More water fountains	4
9	Water fountains in proper locations	3
10	More sinks per room	1

d. Lockers

1	Put lockers in activity rooms	1
2	Keep out of halls	3
3	Put in centralized area	1
4	Adequate number in secondary and elementary	4
5	Put in enclosed halls	1
6	Improve types of corridor lockers	1

e. Incinerators

1	Closer to school	3
2	Gas fired	4
3	Larger - improved	4
4	Hard surface around	1
5	Clear-out door on rear or bottom	4
6	On high ground	1

f. Cafeteria

1	Hang equipment from walls (sinks etc.)	1
2	Self cleaning ovens	1
3	Sneeze bar	1
4	Automatic dishwasher feed	1
5	Bigger and better ovens	1
6	Silverware soak	1
7	Garbage disposal	1
8	Screen doors	1
9	Exhaust fans	1
10	Sectioned trays	1
11	Conveyor belts for serving	1
12	No automation	1
13	Insect fans over doors	4
14	Separate and larger cutting areas	5

g. Restrooms

1	Trough urinals	1
2	Exahust fans	3
3	Doors on Boys'	1
4	Automatic flush lids	1
5	Blower type hand dryer	1
6	Different (varied) size fixtures	1

h. Communications

1	Telephones in all office areas and rooms with outside lines	21
2	Central public address system	3
3	Intercom system for secretaries	1
4	Intercom system for all	12
5	Eliminate intercom systems	1
6	Pay telephones at schools	5
7	Telephones in pre-school rooms	1
8	Direct room dial-intercom	1
9	Stereophonic center	1
10	Telephones in rooms	11

i. Storage

1	Cabinets raised for sweeping ease	1
2	Desks on casters	1
3	Pull out shelves in class and storage rooms	4
4	Built-in bookshelves	1
5	File cabinets built-in	3
6	Trays designed to fit shelves	1
7	Room equipment at children's level	1

j. General

1	Too many potted plants in rooms	3
2	Safer equipment and design	4
3	Creative outdoor play equipment	4
4	Listening posts student individual	20
5	Stage for creative work in each classroom	1
6	Equal facilities in each classroom	5
7	Equipment better adopted to needs	16
8	Amplifiers in all large rooms	1
9	Non-breakable mirrors	1
10	One way glass when appropriate	5
11	Outside depository for book return	1
12	Fireplaces in all rooms	1
13	Theater type seating in all rooms (levels)	3
14	Central vacuum cleaning systems	1
15	Strategically located pencil machines	1

C. Equipment

1. Classroom

a. Audio-Visual

1.	More and better	39
2	Less audio-visual	3
3	Audio-visual equipment assigned permanently in each room	61
4	Audio-visual center control in each school	5
5	TV center for home viewing of classes	2
6.	TV in each room (some say color)	35
7	Radio and/or phonograph in each room	13
8	Closed circuit TV each school	5
9	Audio-visual stands in each room	4
10	Tape recorders in each room	21
11	Individual earphones (health reasons)	4
12.	Teaching machines	6
13	Audiometers	3
14	Language master	4
15	Phonic mirrors	2
16	Tachistoscope	2
17	Stereo viewers	2
18	Teacher stations for audio-visual	3
19.	Video tape equipment at each school	8

b. Furniture

1	More functional furniture	35
2	Limited in rooms	3
3	Chairs (not attached to desks)	4

4	Light weight desks	2
5	Desks fingertip adjustable	5
6	Stationary desks	2
7	Quiet, non-squeaking desks	12
8	Uniform arrangements	9
9	Uniform styles	7
10	Varied styles to suit class	3
11	Individual student carrels	25
12	Tables rather than desks	5
13	Sofas/small conference	3
14	Portable bookcases	2
15	Tables (rectangular)	4
16	Round tables	6
17	Kidney shaped tables for reading	2
18	All furniture mobile (desks, file cabinets, book cases, etc.)	9

c. General

1	Portable display boards	4
2	File cabinets and storage areas (each teacher)	28
3	Special reading equipment in each room	3
4	More and better equipment generally-all subjects	52
5	Uniformity of equipment	6
6	Modern shop equipment (rent)	2
7	Tool carts outfitted	2
8	Lumber for elementary schools	2
9	More and better physical education equipment	21
10	More and better playground equipment	28
11	Cages for science	3
12	Talking typewriters	2
13	Aquariums in all rooms	3
14	Risers for chorus	3
15	Calculators in each room	2
16	Sewing machines-elementary	2
17	Dishwashers for science laboratories	3
18	Micro film readers	2
19	Computer in each school (w/programmer)	3
20	IBM grader in each school	2
21	Kiln in each room	5
22	8MM films loop projectors	2
23	Ban purchase by bid, purchase by quality	16
24	Electric pencil sharpeners in each room	3
25	Tumbling mats in elementary	6
26	Hard plaster "jungle jims"	2
27	Hair dryers for girls in physical education	2
28	Refrigerator for each kindergarten	2
29	Paper cutters in each room	5
30	More or better musical equipment of all types	16
31	Piano in each room	8
32	Typewriters in each room	11
33	Police dogs or burglar alarms	15

2. Teachers

a.	More and better equipment, generally	25
b.	Less equipment, generally	3
c.	Typewriters, block type letters	3
d.	Typewriters, electric each school	4
e.	Xerox	3
f.	New mixers, dishwashers, freezers, stove (cafeteria and teacher)	8
g.	Desk for each teacher	4
h.	Lecturn and stool for each teacher	7
i.	Electric ditto in each school	6
j.	Electric ditto in each room	2
k.	Staplers, 2 per room	2
l.	Hole punches each room	3
m.	Carts for double session teachers.	2
n.	Equipment for hearing tests	2
o.	Movie and poloroid cameras	3
p.	Gate key for each teacher	2
q.	Key to room for each teacher (or master key)	3
r.	More alarms like Carver	2
s.	Laminating machines all schools	2
t.	Vari-typer for production department	2

3. Special Service Groups

a. Cafeteria

1	Replace obsolete equipment	2
2	Pots and pans	2
3	Forks	2
4	Trays rather than plates	2
5	Money counters, adding machine, typewriters, filing cabinets	2
6	Folding tables with wheels	2
7	All portable equipment	2

b. Custodial

1	Better wax	3
2	Catchers on lawn mowers	5
3	More "Yardvacs"	4
4	Asphalt sweepers, more and smaller	2
5	Better custodial equipment and supplies	10
6	Locks on fire hose boxes	2
7	Machine eraser cleaners	2
8	Janitorial carts	3
9	Large wastebaskets on wheels	3
10	Floor polishers	3
11	Walkie talkie sets for custodial	2
12	Electric sanders, custodial	2
13	Safety equipment for custodial	3

c. Other

1	Dictaphones for deans and administrator	3
2	More and better equipment (general)	3
3	Electrical office equipment	3
4	Gurneys at each school	2
5	Food vending machines	2
6	Refrigerator for nurse	2
7	Desk and typewriter for each clerical person	2
8	Washers and dryers, irons and boards (housekeeping aids)	6
9	Plastic covers for library books	2

D. Materials and Supplies

1. Books

a.	Keep library up to date and complete	22
b.	Secure materials for non-readers	2
c.	Library in each room	4
d.	Use consumable work books and texts	61
e.	Use paperback texts	8
f.	Get best available for each grade level	43
g.	Multi-text for grade level	11
h.	More supplemental materials	10
i.	Less supplemental materials	3
j.	Retain old ones, don't discard them	3
k.	Core program texts	3
l.	Orientation texts	2
m.	More master dittos	7
n.	Loose-leaf system to update materials	2
o.	One book for each student	34
p.	Improve state adoptions	3
q.	Standardize statewide	4
r.	Abolish state texts	4
s.	Computerize book services	2
t.	Need materials dealing with multi-ethnic groups	2
u.	Resource, skill and diagnostic books needed	2
v.	Fewer books	3
w.	Encyclopedias and/or dictionaries in each room	25
x.	Books and materials for individualized instruction	3
y.	More books and materials for special tracks	19

2. Instructional Materials Center

a.	Recordings with accompanying English texts	3
b.	Current maps, desk and wall, each room	6
c.	Prepared Teaching unit kits all subjects	11
d.	More IMC-audio-visual catalogs per school	7
e.	Revise catalog with thumb index	4
f.	Current audio-visual materials, all levels	27
g.	Materials available for longer periods	5
h.	Less circulation	3
i.	More duplicates of popular materials	7
j.	Expanded film library	11

k.	Ban non-curricular films	2
l.	Provide sample cases in subject areas	4
m.	More frequent deliveries	5
n.	Center in each classroom	4
o.	Film center each school	9
p.	Mobile center	2
q.	Live animals	4
r.	More bulletin-board materials	5
s.	More music records for elementary	5
t.	More film loops, 8mm	3
u.	Encyclopedias on microfilm	2
v.	Establish or improve resource center, each school	21

3. Other Resource material

a.	More and better material and supplies, generally all areas	90
b.	Reduce waste	5
c.	Better process of book issuance	2
d.	Manipulative materials	3
e.	Warehouse, better stocked, improved delivery	4
f.	Supply room open, no requisitions	7
g.	Resources, more in each room	3
h.	Industry provided resources	3
i.	Science Research Associates reading lab for each teacher	3

4. General

a.	Ban "Wilhold" glue	2
b.	New flags	2
c.	Post cards for parent contact	2
d.	Brush and broom for each room	2
e.	Quality chalk	5
f.	Plastic straws	2
g.	Adequate repair parts	2
h.	More pencils and erasers (elementary)	2
i.	Paper cups for faculty lunchroom	2

k.	Ban non-curricular films	2
l.	Provide sample cases in subject areas	4
m.	More frequent deliveries	5
n.	Center in each classroom	4
o.	Film center each school	9
p.	Mobile center	2
q.	Live animals	4
r.	More bulletin-board materials	5
s.	More music records for elementary	5
t.	More film loops, 8mm	3
u.	Encyclopedias on microfilm	2
v.	Establish or improve resource center, each school	21

3. Other Resource material

a.	More and better material and supplies, generally all areas	90
b.	Reduce waste	5
c.	Better process of book issuance	2
d.	Manipulative materials	3
e.	Warehouse, better stocked, improved delivery	4
f.	Supply room open, no requisitions	7
g.	Resources, more in each room	3
h.	Industry provided resources	3
i.	Science Research Associates reading lab for each teacher	3

4. General

a.	Ban "Wilhold" glue	2
b.	New flags	2
c.	Post cards for parent contact	2
d.	Brush and broom for each room	2
e.	Quality chalk	5
f.	Plastic straws	2
g.	Adequate repair parts	2
h.	More pencils and erasers (elementary)	2
i.	Paper cups for faculty lunchroom	2

VI. RELATIONSHIPS

A. Parent and/or Teacher

1. Communication

a.	Weekly conference for either or both parents	2
b.	Two meetings each year for parent/teacher discussions	3
c.	More release time for home visitation, communciation, school conferences	26
d.	More and better parent-teacher communication conferences	42
e.	Special personnel to improve home-school communications, (especially for students with language problems)	9
f.	Compulsory PTA	5
g.	No more (less) PTA	17
h.	More effective PTA, more parent involvement and participation	37
i.	Greater parental awareness of school policies, problems, curricular concerns and values	10
j.	More communication with parents of students in compensatory education programs	2
k.	Better communication to parents regarding student capability	4
l.	PTA in afternoon	4
m.	Parent education in curriculum areas	4

2. Responsibilities

a.	Schools shouldn't take on parents' problems	2
b.	Require parents to register children and re-enroll expelled children	2
c.	Present problems to parents for their brain-storming solutions	3
d.	Stronger parental backing and cooperation with schools	14
e.	Pre-school counseling of parents, including orientation of kindergarten parents	8
f.	More acceptance of responsibility by home	6
g.	No science projects prepared by parents	2
h.	More acceptance of home responsibility for discipline and financial responsibility for vandalism	8

B. Community

1.	Establish a Department of Public Relations or hire a public relations man	13
2.	Better public relations program (e.g. Board of Education) to provide more positive approach to public with regards to educational needs	1

3.	Improve image of school and teacher in community	12
4.	Use of newspapers to further publicity	12
5.	Emphasize value of education, especially free education	2
6.	Communication of school needs in spanish	3
7.	Freer communication with community agencies	5
8.	Continue and increase community liason teachers and personnel	6
9.	Study how other districts passed school bond issues	5
10.	More community backing and support (through donation of time or gifts and personnel)	20
11.	Increased and improved communication with courts of law	5
12.	Have legislators visit classes for first-hand look.	3
13.	Involve city fathers, unions, industrial leaders in bond elections	2
14.	Eliminate Public School Week and Open House	9
15.	Observe National Education Week	2
16.	Reinstate Business Education Day	2
17.	Establish Community center plan	3
18.	Encourage use of schools by outside agencies or groups	5
19.	Community activities for families of West Side schools at the schools	2
20.	Increase public understanding of special education	3
21.	Educate public regarding test results	3
22.	Student talent displayed and utilized in the community	3
23.	Increase information to parents about free lunch program and health service	4
24.	Evaluate community projects that are given teaching time	2

C. College

1.	Coordination of college with area/teacher needs	26
2.	English University system	2
3.	High standards for junior college	2
4.	Every school should have college prep. courses	1
5.	Close identification with university research	2

D. Miscellaneous

1.	Parent within attendance area to work at school	2
2.	Bus transportation where necessary (Cedar Avenue)	2
3.	Modify traffic pattern near school, e.g. at dismissal	4
4.	More "Y" type facilities throughout city	2
5.	Need to cut down on student mobility	4
6.	Community should have more say regarding school needs	3
7.	Board of Education not so "public image" conscious	3
8.	Board of Education members should be required to have experience in education	2
9.	More local, state and national expertise	2

FREQUENCY DISTRIBUTION OF STATED NEEDS SUMMARIZED BY CATEGORIES

	Individual Responses By Categories	Individual Responses By Sub Categories
I. PERSONNEL (2,529 Total Responses)		
A. Training	268	
1. Formal		80
2. In-Service		188
B. Selection and Assignment	193	
1. Standards and Procedures		155
2. Special Responsibilities		38
C. Operations	942	
1. Roles		122
2. Responsibilities		130
3. Professional Relationships		139
4. Evaluation		45
5. Teaching Methods		74
6. Environment		432
a. Physical		
b. Working Conditions		
D. Compensation	333	
1. Salary		179
2. Fringe Benefits		154
E. Support Services	793	
1. Aides		188
2. Professional Assistance		531
3. Others		74
II. STUDENTS, GENERAL (1,701 Total Responses)		
A. Educational Needs	1,272	
1. Curricular		507
2. Extracurricular		165
3. Guidance and Testing		173
4. Vocational Preparation		168
a. Content		
b. Procedures and Facilities		
5. Moral and Ethical Values		45
6. Evaluation, Promotion and Retention		214
B. Other Needs	429	
1. Health		66
2. Economic		13
3. Discipline & Supervision		201
4. Student Welfare		149
III. STUDENTS, SPECIFIC GROUPS (307 Total Responses)		
A. Minority Group and Disadvantaged Student Education	44	

	Individual Responses By Categories	Sub Categories
B. Exceptional Children	203	
1. General		73
2. Retarded and Slow Learners		47
3. Emotionally Handicapped		37
4. Physically Handicapped		22
5. Gifted		24
C. Adult Education	60	
IV. MANAGEMENT (1,391 Total Responses)		
A. Role and Function of Schools	172	
B. Curricular Organization	473	
1. General		131
2. Elementary		50
3. Secondary		28
4. Time Factors and Scheduling		264
C. Communication	219	
1. General		121
2. Specific		98
D. Administration	237	
1. General		121
2. Operation		116
E. Financing	214	
F. Maintenance	76	
V. PLANT (3,092 Total Responses)		
A. Space	862	
1. General		136
2. Outdoor		183
3. Indoor		543
a. Instructional		
b. Non-instructional		
B. Design	860	
1. Buildings and Grounds		545
a. Environment		
b. Sound		
c. Portables		
d. General Design		
e. Specific Design		
f. Ceilings		
g. Corridors, etc.		
h. Floors		
i. Walls		
j. Doors		
k. Windows		
l. Electrical		
m. General		

	Individual Responses By	
	Categories	Sub Categories
2. Equipment, Built-in		315
a. Display		
b. Lighting		
c. Plumbing		
d. Lockers		
e. Incinerators		
f. Cafeteria		
g. Restrooms		
h. Communications		
i. Storage		
j. General		
C. Equipment	797	
1. Classroom		626
a. Audio-Visual		
b. Furniture		
c. General		
2. Teachers		88
3. Special Service Groups		83
a. Cafeteria		
b. Custodial		
c. Other		
D. Materials and Supplies	573	
1. Books		282
2. IMC		150
3. Other Resource Material		120
4. General		21
VI. RELATIONSHIPS (394 Total Responses)		
A. Parent and/or Teacher	210	
1. Communication		165
2. Responsibilities		45
B. Community	127	
C. College	33	
D. Miscellaneous	24	

CONCLUSIONS

Observations About Process

The identification of educational needs is most difficult. Thus, a great many educational plans are based on rather broad, intangible goals, or they move directly into the organization of resources designed to solve certain problems without the specific identification of needs which the problems represent. The brainstorming technique is ideally suited to producing a wide range of possible solutions to certain types of defined problems. When the problem being brainstormed actually becomes the identification of problems and needs, the process tends to be more difficult.

It was recognized at the outset that there would be some difficulty in encouraging groups to discuss needs of students rather than particular individual problems. It was also recognized that there would be a tendency within the groups to discuss solutions to problems rather than to discuss the needs which define problems.

In summary, brainstorming as a technique of ideation in creative problem solving was essentially a new process to the school staff groups. It tackled the toughest kind of problem to brainstorm, dealt in an area where our sophistication is not highly developed, and was conducted with very brief planning and training for a group of hardy volunteers.

In this perspective the process produced some stimulating results. Sub-project Brainstorm identified nearly 10,000 concerns of school teachers and other staff members. Many leaders had positive comments about their personal satisfactions in being exposed to a different type of discussion leadership skill and having the opportunity to work with and discover new facets in other members of the school community. Most process problems identified can be materially reduced in future use of this technique.

Originally, it was hoped that brainstorming might prove helpful in other phases of the project. It now appears that the same technique can be much more valuable in the development of solutions early in the next school year, especially after the experience gained in this first round. A number of solution potentials derived from the first round are already on file for use in later phases of the project.

Affective data is always interesting to analyze. One typical limitation is that the significance of data is intimately related to the classification system. For example, organizing needs associated with school plants and facilities into one classification resulted in a significant number of needs being associated with this topic. However, a great many needs were also associated with the general topic of communications. These are implied in items which refer to role definition, information deficiencies, and the like, but the total perspective of communication needs is realized only by reading through findings item-by-item because such needs were not separately classified.

Opposites were stated. "More and better audio-visual" was identified along with "Less audio-visual." An interesting series of needs also included opposites. This was: "Reduce shrubbery," "Eliminate trees and shrubbery," "Remove sycamore trees," "Fewer trees," "More trees," "Better placement of trees," "More trees by benches," "More benches," "Better landscaping."

Product testimonials may be found, even in criticism. We should have "More Yardvacs," "Use more IBM," "Ban Wilhold glue."

The problem of identifying what actual needs are implied by stated needs becomes much more complex when grossly generalized comments are made, such as "K-6 should live at school," "Director of errors so district can admit its mistakes," "Bury the central office," "The Board should take a world cruise." For purposes of the project such statements have no significant value beyond verifying the freedom that people felt to be frank.

Major Findings

Listed below are items taken from the Frequency Distribution of Stated Needs on the basis of 35 or more individual responses.

1.	Trained teacher aides for clerical, library, playground, extracurricular programs	170
2.	Limit or lower class size	112
3.	Air conditioning	98
4.	More and better material and supplies generally all areas	90
5.	More adequate, diversified, practical in-service classes, workshops and demonstrations for all district employees	87
6.	Adequate, conveniently placed staff workrooms/lounges	74
7.	Reduction of required curriculum to allow adaptation of individual student needs	69
8.	More well designed storage space for utilization by staff and students	67
9.	More training and emphasis on improvement of basic skills especially reading and composition (all levels)	62
10.	Audio-visual equipment assigned permanently in each room	61
11.	Use consumable work books and texts	61
12.	Professionally competent full-time counselor elementary-secondary	61
13.	More adequate guidance services, begun in earlier grades	60
14.	Few interruptions - limit or eliminate noise distrations	58
15.	Carpet	58
16.	Non-graded classes (especially primary grades)	55
17.	Find some new method of financing schools	53
18.	Adequate preparation time for all teachers on a flexible basis	52

19.	More and better equipment, generally all subjects	52
20.	Specially trained elementary teachers in Physical Education	51
21.	Full time nurses	50
22.	Instruction in family life, sex education, personal hygiene and personal and social adjustment	48
23.	Higher salaries comparable with other professions tied to cost of living	48
24.	Specially trained elementary teachers in Music	47
25.	No double or split sessions	46
26.	Individual teacher and departments should have funds to get what they need when they need it	45
27.	Fewer responsibilities for extracurricular duties and supervision of students	45
28.	More and better vocational training	44
29.	Released time and funds for visitation and research	44
30.	Library, study and other resource centers open other than during school hours	43
31.	Get best available for each grade level (books)	43
32.	Pass - fail grading or no report cards	42
33.	Better and more supervision during lunch hour in restrooms, halls and playgrounds	42
34.	Better custodial services, more thorough, more often	42
35.	More and better parent-teacher communication conferences	42
36.	Flexibility in time for certain subjects and grade levels with modification of plant as necessary to allow for flexibility	42
37.	Specially trained elementary teachers in Art	40
38.	Sequential programs throughout grades and more correlation between subject areas	39

39.	More and better audio-visual	39
40.	Encourage field and study trips (establish simplified procedures)	39
41.	Stricter and better enforcement of rules	39
42.	Greater efficiency, less red tape in purchasing and supplies	39
43.	Re-evaluate and equalize classified staffing ratio	39
44.	Resource people and busses for field trips	39
45.	Remodel grading system and/or replace with parent-teacher conferences	38
46.	More classrooms	38
47.	More effective Parent Teachers Association, more parent involvement and participation	37
48.	Broader staff participation in determining standards, policy making, determining needs	36
49.	Four quarter system or night classes to allow greater utilization of school plant	35
50.	Clearer job descriptions and standards with expected assumption of only those duties for which specifically hired	35
51.	More responsive, practical community resource people as consultants	35
52.	Television in each room (some say color)	35
53.	More functional furniture	35

Distribution and Use of Findings

School staff groups participating in Brainstorm sessions naturally expressed keen interest in seeing the product. It is therefore urged that the limited number of copies we are able to produce be made fully available to staff groups at each school and in each of the district service departments.

Copies are being forwarded simultaneously to Brainstorm leaders, the Board of Education, superintendent and cabinet, each school and children's center, district services department heads, the Project Advisory Committee, specialists in the Needs Assessment Task Force, the news media, the public libraries, and the School of Education at Fresno State College.

The primary value from Brainstorm findings will be derived by members of the Project Advisory Committee, the Needs Assessment Task Force, the project staff, and the Phase II Task Force which next year will be developing potential solution models and making simulation analyses to determine directions for our educational plan. The primary value from the process could only be measured by behavioral changes it exerts - and will never be known.

END

8-11-70